Planning for RTI in the District and Schools

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National Center on Response to Intervention

Webinar Sequence

1. Big picture about RTI

2. (Last week) Infrastructure of RTI in the school

3. Readiness and planning for RTI

Webinar Focus

- Emphasis is on elementary school settings

- Largely high-altitude overview of RTI and implementation, but illustrating research-based options

- Your questions are welcome

- High school RTI:

Meeting the Needs of Significantly Struggling Learners in High School: A Look at Approaches to Tiered Intervention

- Best Evidence Encyclopedia is at http://www.bestevidence.org

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Today's Intended Outcomes

Participants will learn:

1. Review of the RTI components

2. Assessing readiness in schools

3. District & school planning

4. First steps

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Part 1
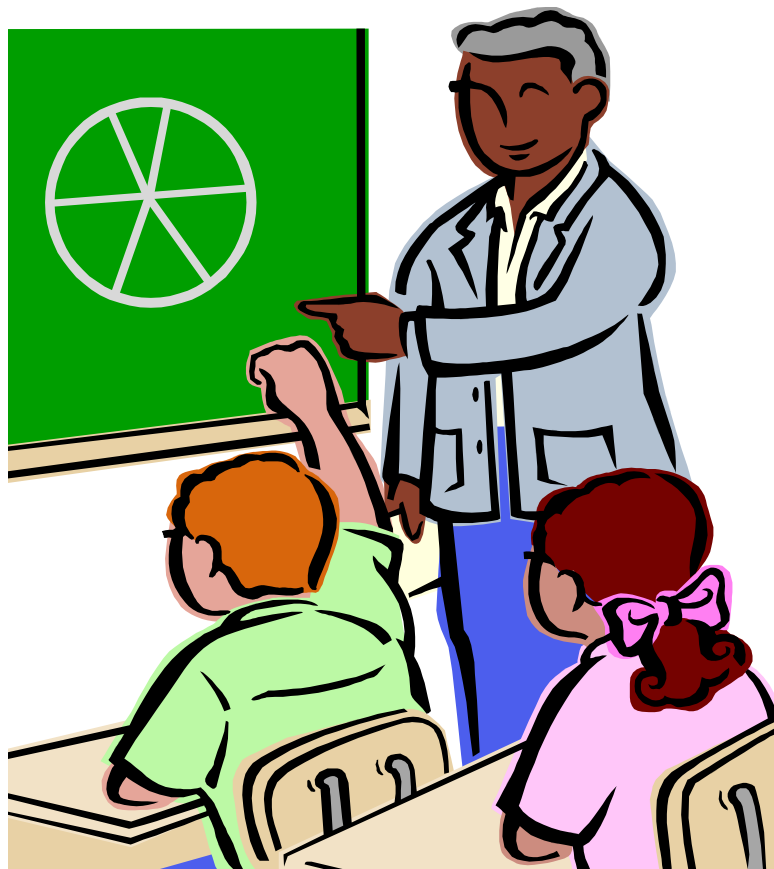
REVIEW: RATIONALE AND COMPONENTS

What is RTI?

= Responsiveness to intervention

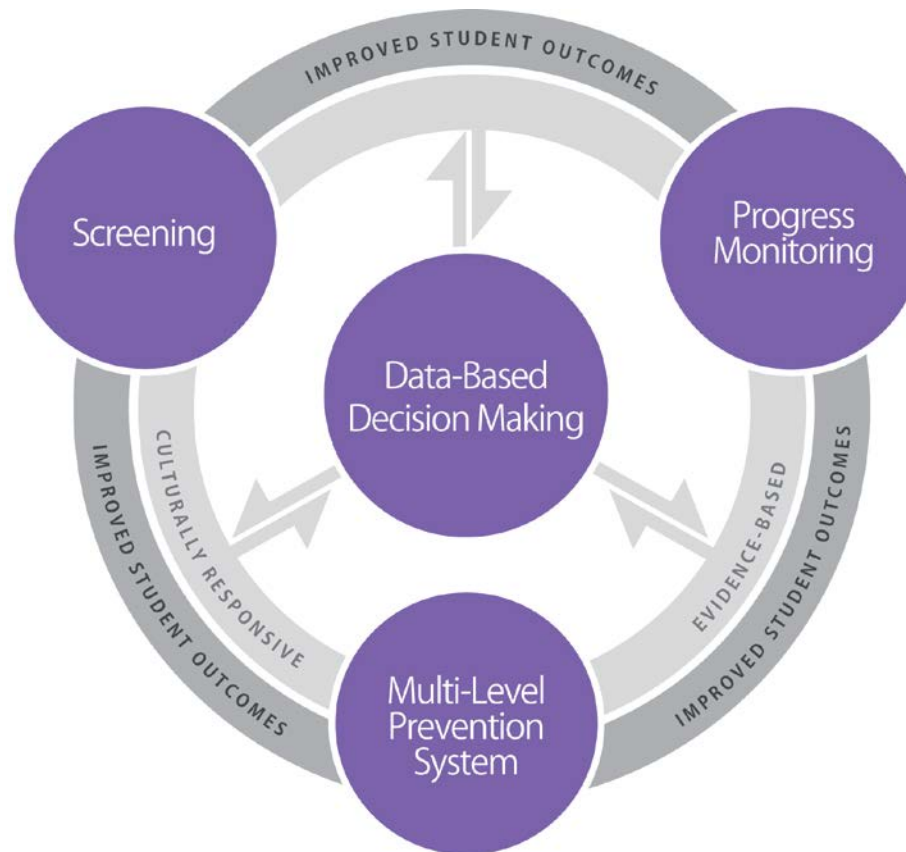Organizational preventative framework for instructional and curricular decisions and practices based on students' responses

RTI Components

– Screening

– Tiers of instruction

– Progress monitoring

– Decision-making rules

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Essential Components of RTI

Analyzing Change vs. Stability

RTI Components
(Technology)
- Current practices
- Change agent

Perceived Role
(Theory of Action)
* Personal beliefs
* Institutional beliefs

School Culture
(Social System)
- Team relationships
- Team chemistry

William Reid (1987)

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Zen Moment

Consider this thought about RTI:

- The cultural shift is likely much more difficult than any technological change.

Culture
"RTI = All Staff + All Kids"

- Schools reported a cultural shift in language and thinking.

  - Teachers think less about teaching content and more about ensuring students learn.

  - *"We all [staff] believe that all students can learn."*

  - All staff own all students; no more "my student" or "his student."

  - All teachers can teach reading and math

  - Debate point: "RTI is about remediation, not prevention."

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District Level Core Team

Represent

- Administrators
- Related service personnel
- School psychologists
- General education teachers
- Special education teachers
- ESL/bilingual teachers and
- Parents

Decisions

- School, grade, subject area needs (current status)
- Interventions for tiers
- Screening and progress monitoring procedures
- Screening & progress monitoring tools
- Professional development
- Parent notification

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Part 2

ASSESSING YOUR RTI READINESS DISTRICT AND SCHOOL LEVEL (WITH THERESA JANCZAK)

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New York State
Self-Assessment Tool for
RtI Readiness and Implementation

Access:

http://www.nysrti.org/docs/NYS_Self_Assessment_Tool_for_RtI_Readiness_2009.pdf

Purpose:
- Help schools/districts to evaluate current level of RtI readiness and implementation
- Use results to craft an RtI implementation plan that will target needed areas of improvement within a RtI model

Administration Logistics:
- **Who**: Ideally all staff; at a minimum those directly involved with RtI implementation
- **Time**: 20-30 minutes
- When: grade level meetings, faculty meetings, on-line

New York State
Self-Assessment Tool for
RtI Readiness and Implementation

Content:
- Consists of best practices indicators of RtI implementation along seven dimensions:
  1. Tiered Instruction: Tiers 1, 2, 3, Tier
  2. Assessment: Screening and Progress Monitoring
  3. Infrastructure
  4. Leadership
  5. Professional Development
  6. Collaboration/Teaming
  7. Parent Involvement

Format:
- General demographic information: name of building, position of respondent
- Glossary of terms specific to RtI
- Quality Indicators across seven dimensions
- Paper (can be electronic if school has access to survey software)

Response Mode:
- 3 point scale:
  - 1 = no implementation
  - 2 = partial implementation
  - 3 = full implementation
  - DK = don't know

New York State
Self-Assessment Tool for
RtI Readiness and Implementation

SELECT SAMPLE ITEMs

	To what degree is my school/district implementing this practice?			
	Not currently implementing	Partial implementation	Full implementation	Don't know
Tiered Intervention: Tier 1 – Core Instruction in General Education	1	2	3	DK
1. The core reading program(s) addresses the 5 pillars of reading: phonemic awareness, decoding/phonics/word recognition, fluency, vocabulary, and comprehension				
Assessment: Screening	1	2	3	DK
1. My school/district has an already identified screening/benchmarking tool that will be used for determining at-risk status				
Teaming/Collaboration	1	2	3	DK
1. A building-based and/or district-based RtI Design Team has been established: member reflect a multi-disciplinary composition				

New York State
Self-Assessment Tool for
RtI Readiness and Implementation
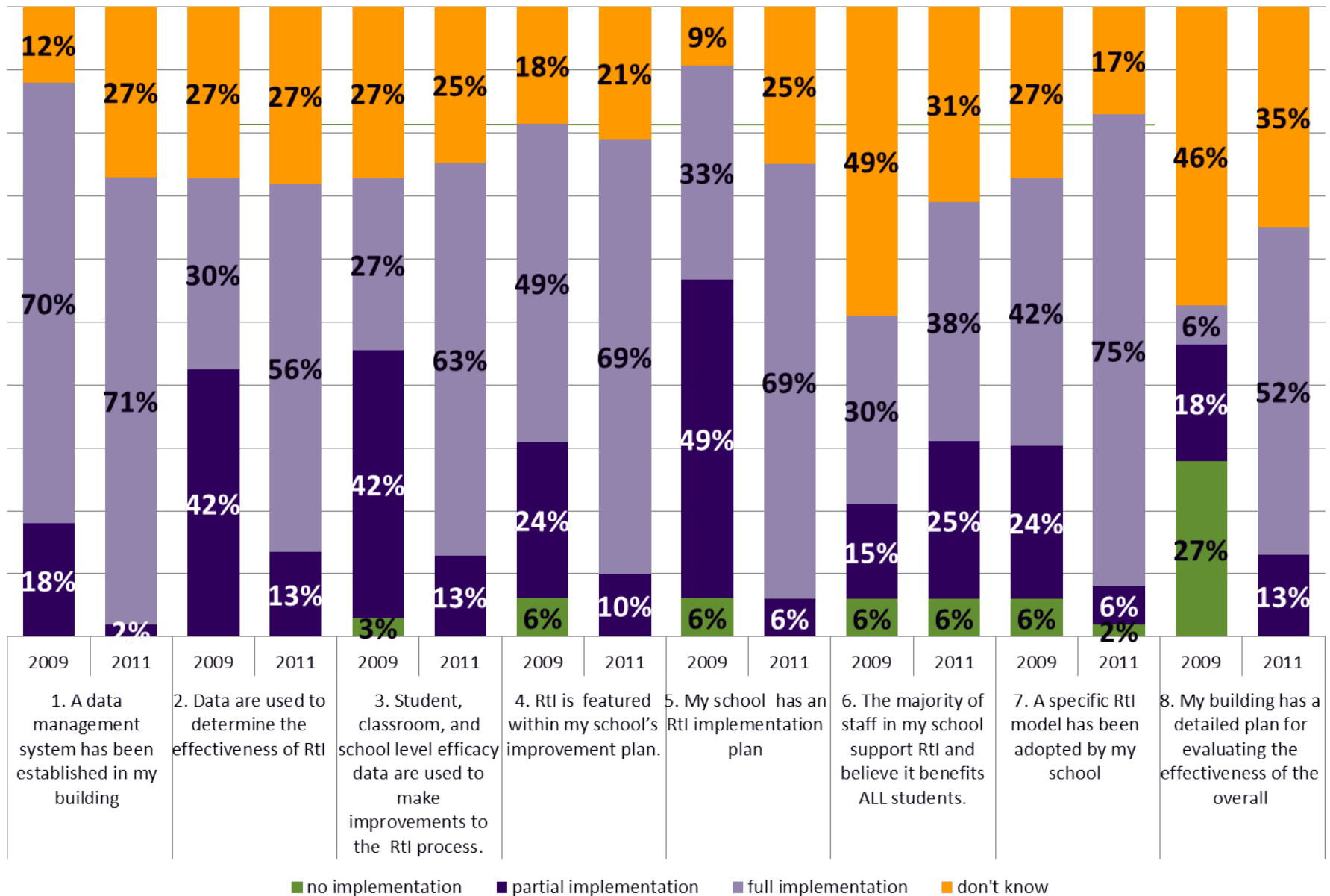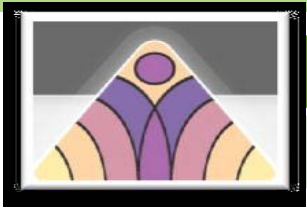
Data Analysis/Interpretation of Results:

- Calculate the percent of responses for EACH item or quality indicator per response mode

- Of staff who responded to a particular item, what percent indicated "not currently implementing", "partial implementation", 'full implementation", "don't know"

- Determine dimensions or components of highest need or highest priority

- Determine quality indicators that reflects highest need or priority

- Identify 3-4 dimensions or components school/district will attend to during a particular school year

- Under each dimension, identify 2-3 quality indicators that will be addressed during the school year

- Incorporate information into a RtI Action Plan that will direct efforts of RtI Core/Design Team
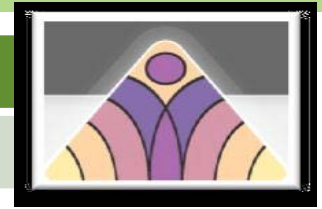
INFRASTRUCTURE

	2009	2011	2009	2011	2009	2011	2009	2011	2009	2011	2009	2011	2009	2011	2009	2011
don't know	12%	27%	27%	27%	27%	25%	18%	21%	9%	25%	49%	31%	27%	17%	46%	35%
full implementation	70%	71%	30%	56%	27%	63%	49%	69%	33%	69%	30%	38%	42%	75%	6%	52%
partial implementation	18%	2%	42%	13%	42%	13%	24%	10%	49%	6%	15%	25%	24%	6%	18%	13%
no implementation					3%		6%		6%	6%	6%	6%	6%	2%	27%	

1. A data management system has been established in my building
2. Data are used to determine the effectiveness of RtI
3. Student, classroom, and school level efficacy data are used to make improvements to the RtI process.
4. RtI is featured within my school's improvement plan.
5. My school has an RtI implementation plan
6. The majority of staff in my school support RtI and believe it benefits ALL students.
7. A specific RtI model has been adopted by my school
8. My building has a detailed plan for evaluating the effectiveness of the overall

Legend: ■ no implementation ■ partial implementation ■ full implementation ■ don't know

RtI ACTION PLAN

2012-13

Name of School: Milton Fletcher Elem. School	District: Jamestown City Schools

Key RtI Element/Feature: INFRASTRUCTURE

Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
The majority of staff in my school support RtI and believe it benefits ALL students	38% = full implementation 25% feel that this is partially implemented 6% feel that there is no implementation 31% don't know	•Showcase through faculty meetings, open houses to increase awareness of status of Fletcher as a model school for RtI and the growth shown over last 3 years •Orientation of new faculty and staff to the RtI model	Through-out 2012-13 school year	•Literacy coach •Website •Data forms	• Principal • Literacy coach • RtI team	Increase knowledge of RtI model as indicated through survey results

RtI Action Plan – access: http://www.nysrti.org/page/rti-tools/

Part 3

DISTRICT AND SCHOOL LEVEL PLANNING FOR RTI

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Ysseldyke (2001) maxims

1. "While change is difficult, change requiring extra work is next to impossible."

2. "Professionals use interventions when those interventions make teaching easier, do not involve a lot of extra work, are relatively easy to understand and are inexpensive."

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Why a District Level Perspective?

⌘Because …

a) District level decisions have five unique influences

    1. Specificity   4. Authority

    2. Stability   5. Power

    3. Consistency

b) Which have three very important results

    ✦**Degree of implementation fidelity**

    ✦**Immediacy of effect and**

    ✦**Long-lasting change**

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(Porter et al., 1988; Porter, 1994)

Why District Leadership?

Who is in a better position to …

- Develop and support a district-wide strategy for improving classroom instruction and the organization to implement it?

- And support through …

  - Creating such a plan

  - Identifying and spreading best practices

  - Developing leadership skills at all levels

  - Building information systems to monitor all students' achievement

  - Holding people accountable for results

(Elmore, Childress, & Grossman, 2006)

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NASDSE District Level Planning

Implementation of RtI in practice typically proceeds through three stages:

1. Consensus building – where RtI concepts are communicated broadly to implementers and the foundational "whys" are taught, discussed and embraced.

2. Infrastructure building – where districts and sites examine their implementations against the critical components of RtI, find aspects that are being implemented well and gaps that need to be addressed. Infrastructure building centers around closing these practice gaps.

3. Implementation – where the structures and supports are put in place to support, stabilize and institutionalize RtI practices into a new "business as usual."

Response to Intervention: Blueprints for Implementation; District Level (2008)

http://www.nasdse.org/publications-t577/rti-blueprints-for-implementation-district-level.aspx

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Your Next Steps in Your District
Success Indicators

1. Working RTI leadership team?
2. Developed a written policy to insure district-wide consistency?
3. Provided schools with technologies, professional development, supports for integrated data collection, reporting, and analysis?
4. Specified achievement and behavioral targets?
5. Reallocated resources to support instructional improvement behaviors?

- What's our implementation rating? (0, 1, or 2)

- What's this indicator's priority? (0, 1, or 2)

Understanding the role of "human sense-making"

• Successful implementation of complex policies usually necessitates substantial changes in the implementing agents' schemas. Most conventional theories of change fail to take into account the complexity of human sense making……

• Sense-making is not a simple decoding of the policy message, in general, the process of comprehension is an active process of interpretation that draws on the individual's rich knowledge base of understandings, beliefs, and attitudes.

Spillane, Reiser, & Reimer, 2002

Key Findings in Middle Schools

- Strong, cohesive, knowledgeable building **leadership**

- Use of open, transparent **communication**

- Continuous **professional development** opportunities

- Establishment of a leadership/planning **team**

- Routinize **data based decision making** practices

  - Have a weekly meeting to discuss student data

  - Establish a decision tree for student data (IF student scores "x," THEN we provide "y" intervention)

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Questions to Consider for Your RTI Implementation

1. How many tiers/layers of services (2-5)?
2. What is the nature of secondary and beyond tiers?

   - Individualized (i.e., problem solving)

   - Standardized research-based protocol

3. How are at-risk students identified in academics and behavior?

4. How is "response" defined?

   - Final status on norm-referenced test or using a benchmark

   - Pre-post improvement

   - CBM slope and final status

5. What happens to students with very slow/low response?

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Looking at Solutions

For every complex problem, there is a solution that is simple, neat, and wrong.

H.L. Mencken (1880-1956)

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Part 4

MOVING FROM PLANNING TO IMPLEMENTATION: FIRST STEPS
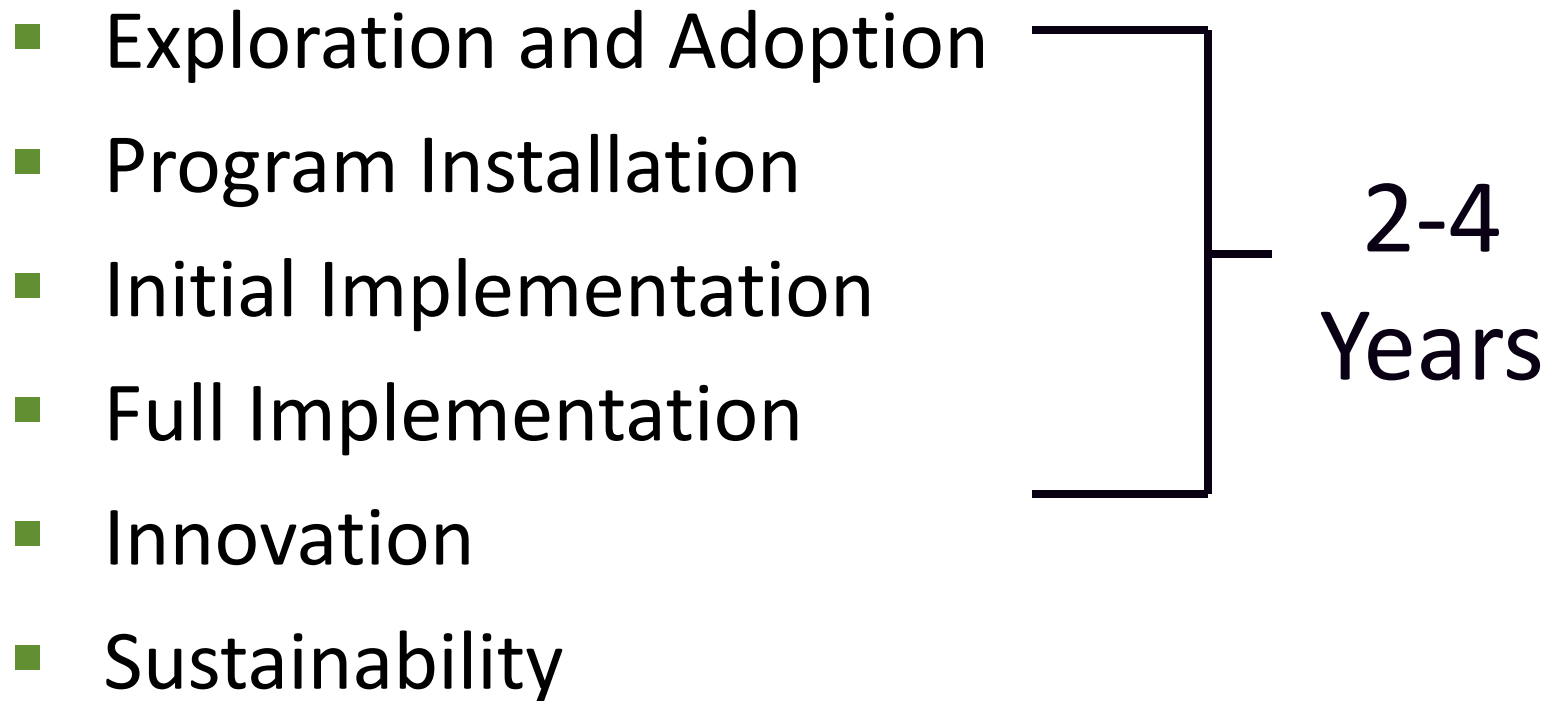
What is Implementation?

Fixsen et al. (2005)

- a specified set of activities designed to put into practice an activity or program of known dimensions

(Fixsen DL, Naoom SF, Blase KA, Friedman RM, Wallace F. (2005). Implementation research: A synthesis of the literature. Tampa, Florida: University of South Florida, Louise de la Parte. Florida Mental Health Institute, The National Implementation Research Network.)

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National Implementation Research Network Stages of Implementation

- Exploration and Adoption
- Program Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

2-4 Years

(National Implementation Research Network)

Implementation

Two Sets of Activities | Two Sets of Outcomes

Intervention Activities → Intervention Outcomes

Implementation Activities → Implementation Outcomes

Why is implementation important?

		IMPLEMENTATION	
		EFFECTIVE	NOT EFFECTIVE
INTERVENTION	EFFECTIVE		
	NOT EFFECTIVE		

As cited in Fixsen, 2008 (Institute of Medicine, 2000; 2001; New Freedom Commission of Mental Health, 2003; National Commission of Excellence in Education, 1983; Department of Health and Human Services, 1999)

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Evidence: What Doesn't Work?

- Dissemination alone
- Training/ professional development alone

- Laws and policies alone
- Special funding alone

Most Common Approaches Used to Support Implementation!

(see Ager & O´May, 2001; National Implementation Research Network, n.d.; Paul Nutt, 2002; Rogers, Wellins, & Conner, 2002).

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Evidence: What Works?

- Combination of several implementation measures leads to better results

  - e.g., distributing guidelines for innovations, offering education, practical training, coaching, feedback and consultation.

- Quality of support is more important than quantity

(See Guldbrandsson, 2008)

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National Implementation Research Network: Seven Drivers for Sustainability

Notice how these seven drivers align with ---

- Reid's concepts of changing personal beliefs and cultural norms
- Spillane, Reiser, & Reimer's concept of supporting human sense-making

1. Staff selection
2. Professional development
3. Coaching
4. Performance evaluation
5. Data management for decisions
6. Facilitative administration
7. Systems intervention

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Implementation Considerations

Stages

1) Exploring & Adopting

2) Planning

3) Implementation

Three Implementation Stages

1) Exploring and Adopting

- Focus
- Culture
- Leadership

Focus
Why did schools choose RTI?

- To close the student achievement gap

- To meet AYP every year with every subgroup

- To address undesirable and disruptive behaviors

Reflecting on School Culture

1. What are some cultural shifts you see with adopting RTI?

2. What RTI features would support the teachers and parents' views?

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Leadership

Strong **principal leadership** was crucial to

- Provide ongoing professional development

- Provide staffs sufficient time to understand RTI

- Address staff questions and concerns

- Lead school structural changes to accommodate collaboration and intervention time

- Promote staff buy-in through hands-on involvement in the decision-making process

- Ensure new hires are willing to embrace RTI

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What will it take?

1. Broad participation
2. Substantial agreement
3. Systemic leadership
4. Observable change

Prestine & Bowen, 1993

Table Talk: District Efforts

1. What's your first step for planning?

2. How will you identify and spread best practices in a school? In the district?

3. How do you now develop leadership skills at all levels?

4. How do your information systems monitor all students' achievement?

5. Who holds people accountable for results?

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Three Implementation Stages

2) Planning

- Staff knowledge building
- Continuous professional development
- Plan development

Staff Knowledge Building

Key actions for staff understanding and buy-in were ---

- Clearly stating **purpose**, **goals**, expected **outcomes** of RTI

- Developing an implementation **plan** with staff

- Establishing frequently-used **communication** pathways

- Listening to and **addressing** staffs' **concerns**

- Having a **shared language** of RTI concepts

Professional Development

Ongoing knowledge-building served to ---

- Facilitate understanding of the RTI process

- Prepare teachers to

  – teach interventions with fidelity

  – monitor students' progress

  – use data to make instructional decisions

Plan Development

Leadership teams

- Establish a **timeline** to focus on RTI planning, guidance, and implementation steps
- Clearly define **implementation goals** and **schedule** for essential components, assessment tools, intervention programs
- Identify **staff members** to lead implementation activities for each essential component implementation (e.g., screening, progress monitoring, and multi-level instruction)
- Ensure **coaches** are prepared to assist teachers in implementing interventions and assessing fidelity.

Three Implementation Stages

3) Implementing examples

- "One essential component"

- "One small group"

"One Essential Component"

- Build model with one component at a time.

  - For example – Screening, then data based decision making, then progress monitoring, then intervention levels.

- Administrators recommended

  - Having a timeline for each essential component implementation

  - Professional development in advance of each component implementation

  - Beginning with a component that makes sense for the school based on existing tools, structures, and resources

"One Small Group"

- Some schools opted to "start small" by implementing a small pilot group.

  - For example – Implemented all essential components with one small class of students

- Administrators suggested

  - Collecting data from the pilot group

  - Investigating which components and their associated features worked well

  - Identifying which components and their associated features needed to be refined

  - Scaling-up to other classes, grades, content areas

Your Questions or Interests?

What's the biggest difference/change that an RTI framework brings to your school?

RTI Integrity Rubric and Worksheet

- Two-part rubric and worksheet is for use by individuals responsible for monitoring

- (1) district-level capacity to support response to intervention (RTI) implementation and

- (2) district-wide fidelity of RTI implementation.

Evaluate systems level implementation to identify needs

❑ NCRTI Implementation Integrity Rubric used to support innovative evaluation efforts in states

    ❑ Washington State example: **http://wds.insttech.washington.edu/rti/integrity-rubric-rti-implementation**

❑ Organizing structure for planning needs assessments and reinforcing the importance of implementation fidelity

Implementation Integrity

Item	1	3	5
Screening—*The RTI framework accurately identifies students at risk of poor learning outcomes or challenging behaviors.*			
Screening Tools	Insufficient evidence that the screening tools are reliable; or that correlations between the instruments and valued outcomes are strong; or that predictions of risk status are accurate.	Evidence indicates that the screening tools are reliable and that correlations between the instruments and valued outcomes are strong. However, there is insufficient evidence that predictions of risk status are accurate.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.
Universal Screening	Neither condition is met: (1) Screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate).	Only one condition is met: (1) Screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate).	Both conditions are met: (1) Screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate).

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And Remember….
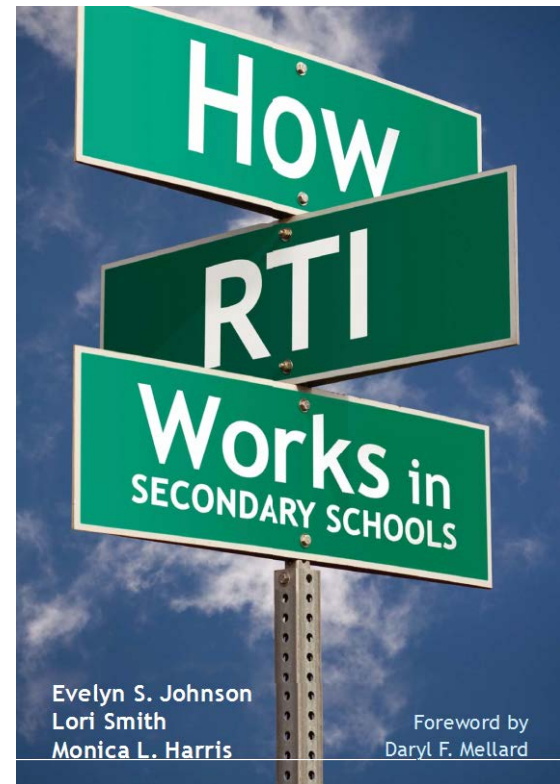
- Select and implement evidence-based practices and procedures

- Implement essential components and identified framework with integrity

- Ensure cultural, linguistic and socioeconomic factors students bring to the classroom are reflected in the RTI framework and its components

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Middle School RTI

- While the tools are important, implementation of RTI will only work when school staff also integrate RTI as part of their vision for educating students, and for their roles and responsibilities as professionals.

Related Research

Johnson, E., Humphrey, M., Mellard, D., Woods, K., & Swanson, H.L. (2010). Cognitive processing deficits and students with specific learning disabilities: A meta-analysis of the literature. *Learning Disabilities Quarterly*, *33*(1), 3–18.

Mellard, D., Deshler, D., Frey, B. & Woods, K. (2012). School-wide student outcomes of response to intervention frameworks. *Learning Disabilities: A Contemporary Journal, 10*(2), 17-32.

Mellard, D., McKnight, M., & Jordan, J. (2010). RTI Tier Structures and Instructional Intensity. *Learning Disabilities Research & Practice*, *25*(4), 217–225.

Mellard, D., McKnight, M., & Woods, K. (2009). Response to intervention screening and progress monitoring practices in 41 local schools. *Learning Disabilities Research & Practice*, *24*(4), 186–195.

Mellard, D., Prewett, S., & Deshler, D. (2012). Strong leadership for RTI success. *Principal Leadership, 12*(8), 28-32.

Mellard, D., Stern, A., & Woods. K. (2011). RTI school-based practices and evidence-based models. *FOCUS on Exceptional Children, 43*, 1-15.

Prewett, S., Mellard, D., Deshler, D., Allen, J., Alexander, R., & Stern, A. (2012). Response to intervention in middle schools: Practices and outcomes. *Learning Disabilities Research & Practice, 27*(3), 136-147.

Webinar #3: November 18th
Topic: RTI implementation in your school

Thank You
On the web @ RTI4Success.org

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